

Integrating Early Learning and Common Core Standards

Governor's Birth to Third Grade Symposium
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Integrating Early Learning and CCSS: The Value Added

- * **Educational cohesiveness -within and across grades**
- * **The Whole Child: Academic + Social + Emotional**
- * **PreK + K-3rd**



How Can We Effectively Integrate Early Learning and Common Core Standards?

- * **What are the opportunities?**
- * **What are the hazards?**



Today

- * Zoom in on advances in Illinois standards alignment
- * Highlight connecting threads across the standards
- * Share how this applies to the learning experiences we provide as PreK-3rd grade educators



Advances in Alignment

- * Significant attention to quality of standards
- * Include parallel areas of learning
- * Use common terminology
- * Show connection from Early Learning Standard up to Kindergarten Standard
- * Missing piece - - - designated connection to Illinois Social and Emotional Learning Standards

Integrating Standards through Connecting Threads

- * **Communication**
 - * **Oral language**
 - * **Other symbolic modes of representing ideas and thinking**
- * **Self-Initiated, Independent Learning**
- * **Self-Regulation and Executive Function**

Translating Standards into Practice through Integration

Conversations Matter

- * Who Does the Talking in Your Classroom(s)?**
- * Through What Other Authentic Modes Do Children Represent their Ideas and Thinking?**

What the Research Shows

80%
Teacher Talk
2%
**Child Talk
about Ideas**

Dickinson et al, 2011

Drops in Art, Music, PE

- * Drawing?
- * Writing?
- * Constructions?
- * Drama?
- * Music?
- * Movement?

Bassok & Rorem, 2014

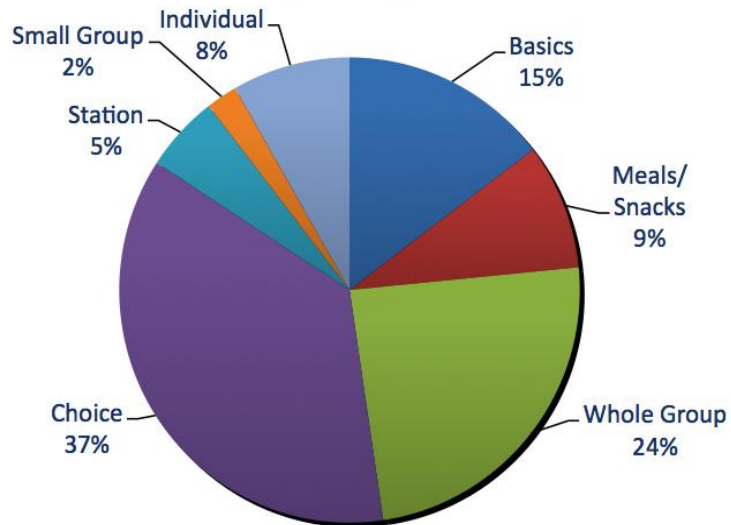
Translating Standards into Practice through Integration

Self-Initiated Learning Matters

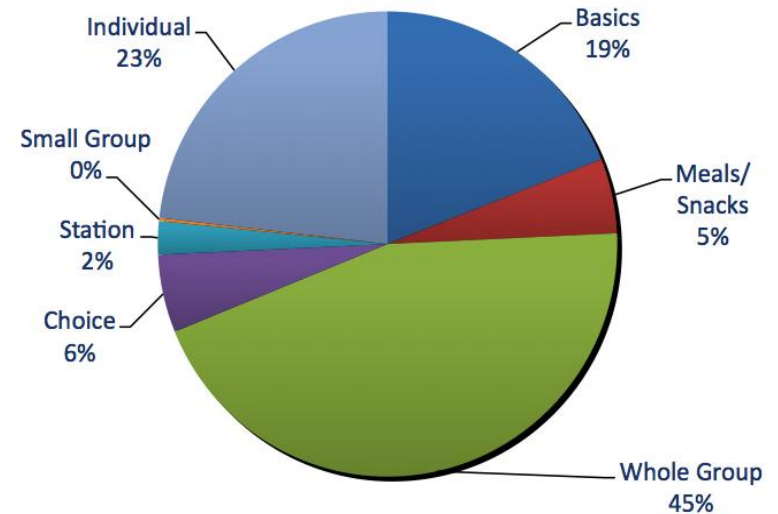
- * **Who Directs the Learning in Your Classroom(s)?**
- * **Do Children Have Meaningful Choice in Your Early Primary Classroom(s)?**

S. Ritchie, FirstSchool, 2013

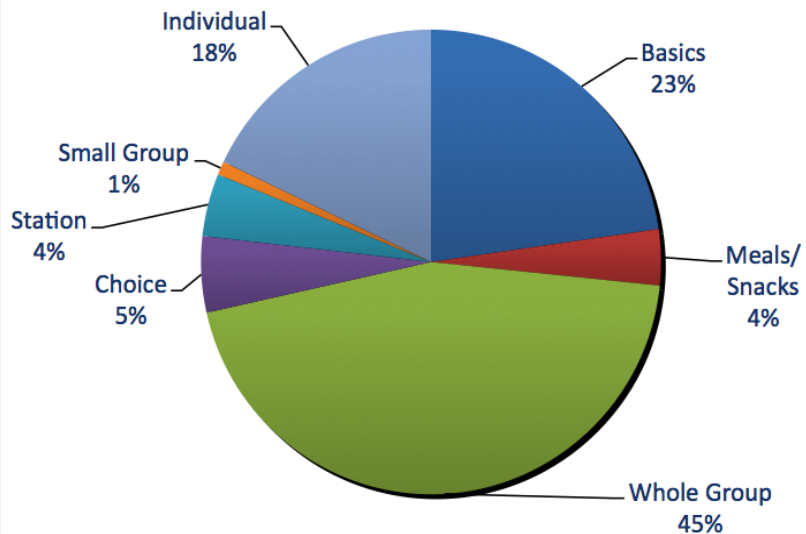
Activity Setting - Pre K



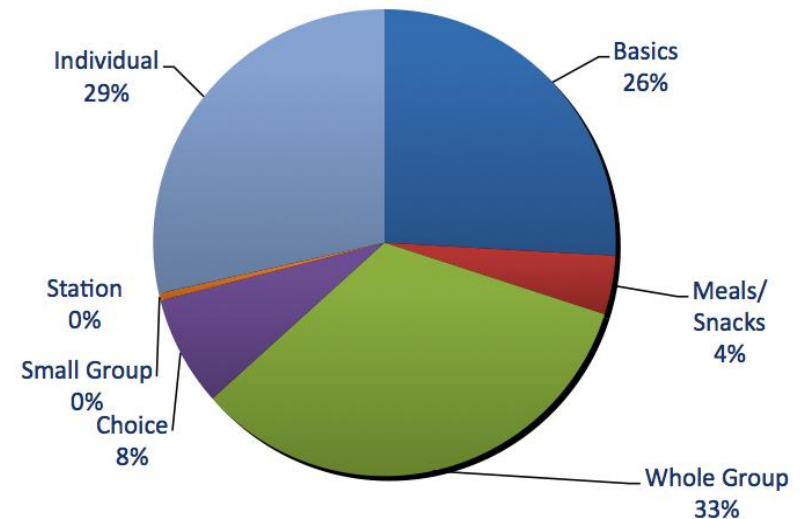
Activity Setting - K



Activity Setting - 1st Grade



Activity Setting - 2nd Grade

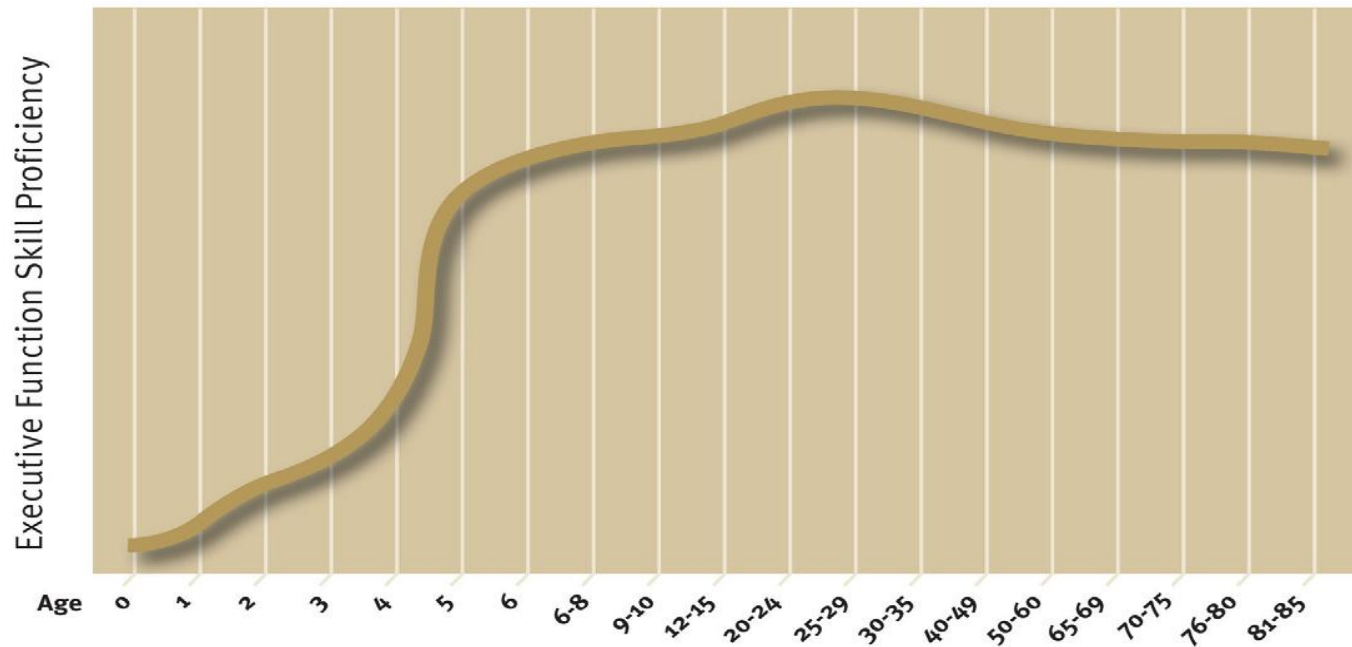


Translating Standards in Practice through Integration

Support for Self-Regulation Matters

Graph from Harvard Center on Developing Child, <http://developingchild.harvard.edu/>

Executive Function Skills Build Into the Early Adult Years



Source: Weintraub et al. (Submitted for Publication)

Translating Standards into Practice

Self-Regulation/ Executive Function

**Control behavior,
emotions, thinking**

**Focus attention, plan,
working memory**

Bredekamp, 2010

What Supports Self- Regulation?

High Quality Pretend Play

Memory Activities

**Stop, Think, and Then Act
Games**

**“Scaffolded” Independent
Project Work**

Diamond & Lee, 2011

Sharing Our Practices and Ideas

**How can we better integrate
standards in practice?**

What will it take?

Program level, Systems level